

**SMART Goal Setting for Student Progress Form**

**Teacher’s Name: \_\_\_\_\_\_\_9th Grade teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject/Grade: \_\_\_Reading/English\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_ -\_\_\_\_**

**Directions:** This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

***Initial Goal Submission (due by \_\_\_\_\_\_\_\_\_\_\_\_\_ to the evaluator)***

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| ***I. Setting*** *(Describe the population and special learning circumstances)* | *9th grade self-contained class for students with disabilities, 6 males/5 females, Racial makeup: 2 white, 6 hispanic, 2 black, 1 asian, 3 students dually-identified* |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based on learner achievement, data analysis, or observational data)* | *Reading in a READ 180 class* |
| ***III. Baseline Data*** *(What is shown by the current data?)* | *In September 2012, students’ DRP scores ranged from 32 to 63. The mean was 47.**x[ ]  Data attached* |
| ***IV. SMART Goal*** *(Describe what you want learners/program to accomplish)* | *By the end of the year, all students with pretest scores of 49 and below will increase their post-test-DRP scores by at least 3 points, and students with a 50 or higher DRP will increase their post-test scores by at least 2 points.* |
| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)* |
| **Instructional Strategy** | **Evidence** | **Target Date** |
| ***READ 180 implementation with fidelity:45 minutes/5 days per week with 20 minutes on instructional software.*** | *Classroom participation reports* | *monthly* |
| ***Attend READ 180 countywide meetings*** | *Attendance sign-in* | *monthly* |
| ***Visual Word Walls to support vocabulary for each workshop*** | *Growing word wall in class for each workshop* | *monthly* |
| ***Use of sentence frames to support student discourse on vocabulary and discussion of text combined with a strategy to promote equitable participation of all students (ie: popsicle sticks)*** | *Students will refer to sentence frames during class to represent their thinking and knowledge* | *daily* |
| ***Student goals setting for software performance and number of independent books read*** | *Monthly teacher/ student conferences to discuss progress* | *monthly* |
| ***Use of flexible grouping based on formative assessment to reteach areas of need and areas of enrichment*** | *Flexible grouping and regrouping, use of data to inform instruction* | *weekly* |

Teacher’s Signature: Date:

Evaluator’s Signature: Date:

Print or Type Evaluator’s Name:

**[ ]  Principal forwards one copy to the Professional Development Office**